



## Ethno gerontology and Eldercare

**GRT 501 (3 Credit Hours)**

*Syllabus*

**Spring, 2009**

### Professor

Dr. Benjamin F. Whitlock

Classroom: Room 130

Class Time: Saturday, 11:00-1:30

### Office hours

Saturday 9:00 AM-4:00 PM

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### Welcome!

Students at Shaw University Divinity School are engaging, inquisitive, creative teacher/learners, who are committed to learning because of their call and vocation, to serve and love God and the Church. After completion of this course the student should be able to: Identify key barriers to Black elders' participation in health and related services. Describe the different assumptions that help to inform conceptions of health and illness. Recommend a culturally appropriate approach to end-life-care for African American elders. Explain briefly the concepts: natural causes of illness; occult and spiritual forms of illness.

<b>MRE Program Mission</b>	<b>MDiv Program Mission</b>
<p>The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the “practice of ministry,” particularly in the African American Church</p>	<p>The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the “practice of ministry,” particularly in the African American church</p>

### **Program Goals**

<b>MRE Program Goals</b>	<b>MDiv Program Goals</b>
<ol style="list-style-type: none"> <li>1. to equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry;</li> <li>2. to help students understand the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs;</li> <li>3. to assist students with personal growth and spiritual maturity; and</li> <li>4. to provides skills in teaching and in design, administration, and assessment of educational programming.</li> </ol>	<ol style="list-style-type: none"> <li>1. to provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage;</li> <li>2. to enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions;</li> <li>3. to support students' development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity, and public witness;</li> <li>4. to expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership.</li> </ol>

### **Program Learning Outcomes**

<b>MRE Program Learning Outcomes (PLOs)</b>	<b>MDiv Program Learning Outcomes (PLOs)</b>
<ol style="list-style-type: none"> <li>1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith</li> <li>2. Graduates will evaluate teaching and learning theories for the purpose of developing a distinctly Christian</li> </ol>	<ol style="list-style-type: none"> <li>1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith</li> <li>2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of</li> </ol>

MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
<p>philosophy of educating God’s people;</p> <p>3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the ministry of Christian education;</p> <p>4. Graduates will demonstrate a capacity to design and to carry out a lesson plan necessary for effective educational ministries</p>	<p>diversity, globalization, and cross cultural concerns;</p> <p>3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the role of the minister as leader, guide, and servant of the faith community;</p> <p>4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership</p>

## Course Description

. This course introduces students to major gerontological theories, methodologies, and findings about biological, psychological, and sociocultural aging; to major ethnogerontologic and ethnogeriatric finding and issues about diverse black elders, with emphasis on those who are most at-risk, to major public policies and programs for older adults; and to the national eldercare concept.

Student Learning Outcomes include the following:

<b>Student Learning Outcomes (SLO)</b>  <b>At the completion of this course, students will be able to:</b>	<b>Assessment of Student Learning Outcomes (Assessment Tools)</b>	<b>Linkage to MDiv Program Learning Outcomes</b> <i>(PLO statement number(s) that correspond to or support the SLO)</i>	<b>Linkage to MRE Program Learning Outcomes</b> <i>(PLO statement number(s) that correspond to or support the SLO)</i>
1. Discuss the biographies and lives of Ethnogerontology and Eldercare Christian tradition	Exam Questions, Research Paper	1,3	1
2. Use biblical narratives, history, and culture to analyze the methodology, contexts, and patriarchal realities and theological interpretations of older	Exam Questions, Research Paper Class discussion	1	1,3

<b>Student Learning Outcomes (SLO)</b>  <b>At the completion of this course, students will be able to:</b>	<b>Assessment of Student Learning Outcomes (Assessment Tools)</b>	<b>Linkage to MDiv Program Learning Outcomes</b> <i>(PLO statement number(s) that correspond to or support the SLO)</i>	<b>Linkage to MRE Program Learning Outcomes</b> <i>(PLO statement number(s) that correspond to or support the SLO)</i>
adults; and eldercare concept.			
3. Identify interdisciplinary questions about the juxtaposition between power, gender, race, and class	Exam Questions, Reflection Papers	2,3	4
4. Distinguish the theological and ethical issues around characterization of eldercare, their leadership, and their legacies, and their impact on older adults	Exam Questions, Class discussion	1,4	1,4
5. Engage in theological and ethical reflection, aware of the interests and experiences the reader brings to the text	Exam Questions, Reflection Paper	2, 4	3

## Required Texts:

Our Help in Ages Past: THE Black Churches Ministry Among The Elderly  
Saucer, Bobby Joe: Elster , Jean Alicia Judson Press, 2005

Carter, James H. Psychosocial Intervention with Aged African Americans,  
Vantage Press, New York, NY. 2000

## Other References:

Adams, V.H., III, & Jackson, J.S.(2000). The contribution of hope to the quality of life among aging African Americans: 1980- 1992. *International Journal of Aging and Human Development*, 50(4), 279-285. Clavon, A.M (1986). The black elderly. *Journal of Gerontological Nursing*, 12(5), 6-12.

Basu, J. (2001). Access to primary care: The role of race and income. *Journal of Health and Social policy*, 13(4), 57-73

Fahie, V.P. (1998, Spring). Utilization of folk/family remedies by community-residing African Americans elders. *Journal of Cultural Diversity*, 5(1), 19-22.

## Reading Assignments:



Reading and understanding assignments is essential to a successful and growing educational experience. The process is quite simple: **if one does not do the assignments, one will not pass the course with a satisfactory grade.** Read all assignments, secondary materials, and handouts **before the class meets.** Knowledge **of these materials** is essential to understand the subject, follow lectures, participate in discussions, and do acceptable written work.

Class attendance and class participation are mandatory. Each student is responsible for all materials covered during class. *Each student will co-facilitate one class.* Facilitated and group participation are quintessential for understanding and total educational development. Lectures reinforce reading but will not repeat content verbatim.

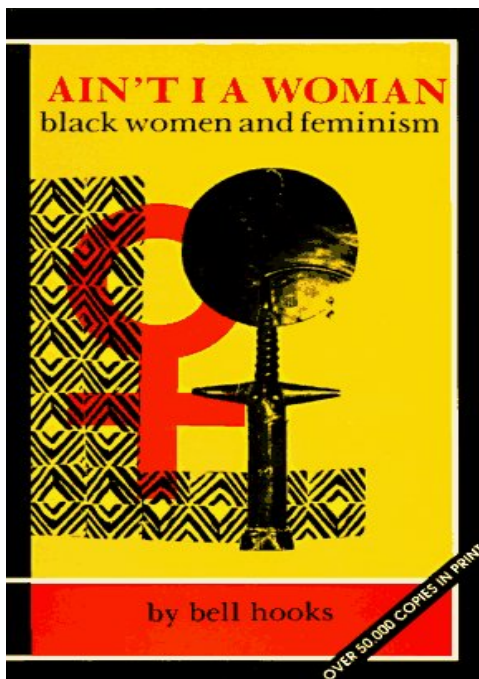
## Course Assignments

Students will write the following assignments: one exam, two short papers, an artistic/aesthetic essay, and final research paper. **SUBMIT ALL PAPERS VIA EMAIL:** [benjamin\\_whitlock@yahoo.com](mailto:benjamin_whitlock@yahoo.com)

The emphasis will be on reading, discussion, and focused observations. Students should read the material assigned and come to class ready to discuss them. Each student will do two kinds of papers one during mid semester and a final paper.

If an emergency or debilitating illness occurs, arrangements for turning in the paper late can be made with the professor **with proper supporting documentation.** The student is encouraged to plan ahead; when such emergencies are insurmountable, the student is responsible to notify the professor as soon as possible. The student will need to submit reports to makeup any class absences and **will lose a letter grade when student misses three or more classes.**

**MRE students:** Please focus on pedagogical strategies and faith formation, as theoretical and applied discourse in your reading and written assignments. **M.Div. students:** Please focus on historical theological as theoretical and applied discourse in your reading and written assignments. The intersection of religion and history as historical theology, through faith seeking understanding and expression is germane to all students.



## Class Attendance

When a student is unable to attend class, it is the student's responsibility to contact the professor in advance, whenever possible. The student is responsible to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. University policy stated that each student is allowed as many unexcused absences per semester as the class meets per week; that is, one excused absence for this course. **Emergency Policy:** Classes will meet when the Divinity School is open. If I cannot meet the class because of harsh weather or

emergency, a note will be posted on the classroom door. For information, call the SUDS office (336) 886-4974.

**Class Participation:** Course enrollment indicates students' active participation in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to engage a discipline's conversation. Such participation includes asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation includes evidence that the student prepares for class by reading the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. Students will be assigned participation points primarily based on the Student Participation Rubric below:

## Student Participation Rubric

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
<b>Interaction/ participation in classroom learning activities</b>	Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion	Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused contributions	Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive	Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read	Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class
<b>Engagement in the electronic/ email learning forum</b>	Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task	Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum	Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums	Misses more than two assignments. Some difficulty accessing and using electronic learning forums	Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum
<b>Professional attitude and demeanor</b>	No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points-of-view, alert in classroom, enthusiastic for work	Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices	Minimally disruptive and disrespectful, sometimes lethargic in the classroom	Disruptive and disrespectful, rarely enthusiastic	Not respectful and courteous, alert or enthusiastic in the classroom
<b>Punctuality</b>	0-2 times tardy	3-4 times tardy	5-6 times tardy	7-8 times tardy	9-10 times tardy

## Course Grade Evaluation

Assignment	Percentage of Final Course Grade
Attendance and class participation	25%
Midterm	25%
Brief summary	25%
Final Paper	25%
Total	100 %

Note: The minimum passing grade for this required course is C.

### Grading Scale

The following point system will be used for all assignments:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

A plus or minus grade (e.g., B+ or C-) is used to indicate proximity to the particular grade. At the end, all minuses and pluses will be rounded to the point that best reflects the student's progress in the course.

No grades are "given" in this course. Each student earns her/his grade.

**I** A student receives an "I" *only* when extraordinary circumstances (extended illness, death in the family, etc.) prevent the student from completing all the assignments before the end of the semester.

All written assignments need to conform to the guidelines in the Divinity School's "Guidelines for Written Assignments," available in the Divinity School Office. The following criteria will be used in evaluating all written assignments.

**A** Indicates the student has *significantly* exceeded the minimum expectations for the assignment. The student has consulted the relevant scholars and has consistently entered into dialogue with these scholars, offering his/her critique of the relevant sources. All the required parts of the assignment are present, and the written presentation is consistently above average, with no errors in spelling or grammar.

**B** Indicates the student has *exceeded the minimum* expectations for the assignment. The student has consulted relevant scholars and has entered into dialogue with most of them, offering his/her critique of the sources. All the required parts of the assignment are present, and the written presentation is above average, with no errors in spelling or grammar.

**C** Indicates the student has *met the minimum* expectations for the assignment. The student has consulted relevant scholars and has represented their views well, at least occasionally offering a critique of the sources. The required parts of the assignment are present, and the written presentation is acceptable, with minimal errors in spelling or grammar.

**D** Indicates the student *has not met the minimum* expectations for the assignment in one or more of the following ways: significant critical scholarship is not consulted; significant segments of the assignment are missing or inadequate; or the written presentation is inadequate in grammar, spelling, or format.

**F** Indicates the work is not acceptable for graduate-level study.

## Plagiarism

Plagiarism (using another's work as your own, whether you put it in your own words or keep it in the original words) and cheating are serious offenses and will be treated as such. A student who plagiarizes or cheats – whether giving or receiving information – will receive a grade of zero on that particular exam or paper, and may receive a grade of F for the course. Plagiarism is unethical and against University and SUDS policy. To plagiarize is to LIE and STEAL. Any plagiarism is a request for a failing grade. To that end you will sign your class statement of honor. Any papers identified as plagiarized will result in a failing grade for that assignment.

## Student Classroom Decorum Expectations

To enhance student learning and an engaging classroom atmosphere, students are expected to dress and behave in a manner conducive to classroom learning. More specifically, students will avoid disruptive classroom behavior (**i. e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress**). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Divinity School Dean. The student may appeal the decision of the Dean to the Vice President of Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow these procedures will result in termination of the appeal, and revert to the decision of the Dean.

## Course Assingment